

# NoRedInk and Michigan Standards Map

Grades 5–6

## Standards Addressed in Quick Writes

### W.6.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Standards Addressed in Guided Drafts

### W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### W.6.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Persuasive

### W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

**W.6.1.A** Introduce claim(s) and organize the reasons and evidence clearly.

**W.6.1.B** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**W.6.1.C** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**W.6.1.D** Establish and maintain a formal style.

**W.6.1.E** Provide a concluding statement or section that follows from the argument presented.

### W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Narrative

### W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.6.3.A** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**W.6.3.B** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**W.6.3.C** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**W.6.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**W.6.3.E** Provide a conclusion that follows from the narrated experiences or events.

## Expository/Informational

### W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.6.2.A** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W.6.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**W.6.2.C** Use appropriate transitions to clarify the relationships among ideas and concepts.

**W.6.2.E** Establish and maintain a formal style.

**W.6.2.F** Provide a concluding statement or section that follows from the information or explanation presented.

### W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

### W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Standards Addressed in Self Reviews

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Persuasive

### W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

**W.6.1.A** Introduce claim(s) and organize the reasons and evidence clearly.

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**W.6.1.D** Establish and maintain a formal style.

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## Expository/Informational

### W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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**W.6.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**W.6.2.F** Provide a concluding statement or section that follows from the information or explanation presented.

## Standards Addressed in Peer Reviews

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## Thesis Statement

### W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

## Introductory Paragraph

### W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

## Topic Sentences

### W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

## Body Paragraph: Claim, Evidence, and Reasoning

### W.6.1.B

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

## Body Paragraph: Embedding Evidence

### W.6.1.B

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

### W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

## Standards Addressed in Writing Pathways

### Thesis Statements

#### W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

### Topic Sentences

#### W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

## Standards Addressed in Grammar & Conventions Pathways

### Appositive Phrases

#### L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

### Capitalizing and Formatting Titles

#### L.5.2.D

Use underlining, quotation marks, or italics to indicate titles of works.

### Choosing the Appropriate Conjunctions

#### L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

#### L.5.1.E

Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

### Commas for Clarity

#### L.5.2.B

Use a comma to separate an introductory element from the rest of the sentence.

#### L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

## Lists

### L.5.2.A

Use punctuation to separate items in a series.

## Prepositional Phrases

### L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

## Pronoun Case

### L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

## Pronoun-Antecedent Agreement

### L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.

## Punctuation with Conjunctions: Coordinating (FANBOYS)

### L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

## Vague Pronouns

### L.6.1.D

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

## Verb Tense I: Simple Tenses

### L.5.1.D

Recognize and correct inappropriate shifts in verb tense.

## Verb Tense II: Perfect and Progressive Tenses

### L.5.1.B

Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

### L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

### L.5.1.D

Recognize and correct inappropriate shifts in verb tense.



NoRedInk also aligns to the Language Progressive Skills of the Michigan Academic Standards.

Updated on January 1, 2020